FOREIGN LANGUAGE ARABIC

Paper 0544/11
Listening (Multiple Choice) 11

There were too few candidates for a meaningful report to be produced.

Cambridge Assessment International Education

FOREIGN LANGUAGE ARABIC

Paper 0544/13
Listening (Multiple Choice)

Question Number	Key
1	B
2	A
3	C
4	B
5	D
6	B
7	C
8	A

Question Number	Key
9	B
10	D
11	B
12	A
13	C
14	C

Question Number	Key
15	F
16	C
17	A
18	E
19	B

Question Number	Key
20	B
21	A
22	C
23	C
24	A
25	B
26	A
27	C
28	C

Question Number	Key
29	B
30	A
31	D
32	A
33	D
34	A

Question Number	Key
35	B / D
36	A / E
37	C / E

General comments

The candidature overall performed well and most candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short.

Questions 9–14

Candidates heard a longer extract which featured an advertisement of 'Al-Issra Centre' competition. Overall, candidates performed well in this exercise. **Question 10** focused on the year of the first competition and most candidates managed to get the right answer **D**. Few chose answer **C,** the distractor. **Question 11** tested the place of the competition, most candidates chose the correct answer **B.** Some mixed the correct answer with option **A** المسرح. For **Question 14**, few candidates missed the correct answer **C** (أحد طلاب المركز) and chose answer **B** instead.

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about hotels. Many candidates performed well in this exercise. For **Question 16**, a few students did not recognise the correct answer **C** and chose **A** or **D**. For **Question 17**, some candidates answered **C** instead of **A**. The same thing happened with **Question 18,** where few candidates answered **D** instead of the correct answer **E**.

Questions 20–28

In this exercise, candidates heard two conversations, one between Khadeeja and Ali about the city of Aleppo and the second between Ahmad and Nada about a visit to the zoo. The exercise represented a step up in the incline of difficulty of the test.

Many candidates answered **Question 21** correctly, however few candidates chose the distractor **C** 310 كيلومترات. **Question 22** was the successfully answered by many candidates. Candidates who incorrectly answered usually chose the distractor **B** الصابون. **Question 23** tested the place she visited most of the time and it was successfully answered. Few chose the distractor **A**. **Question 24** was answered correctly by many candidates. Some candidates chose option **B** سعادة, the distractor. **Question 25** was answered correctly by most candidates. Candidates who incorrectly answered usually chose **C**. More than half the candidates chose the correct option **C** in **Question 27**; however some candidates chose the distractor, option **A** and few chose **B**.

Questions 29–34

Candidates heard an interview with Aisha about the environment.

Question 29 tested the person Lena studied language with. Some heard درَّسني الأستاذُ محمد and chose distractor **C** instead of the correct answer **B. Question 31** was answered right by some where the candidates chose the correct option **D**. The incorrect answers chose the distractor **B**. More than half of the candidates answered **Question 32** correctly**.** Some candidate heard the distractor الترجمةِ منَ المنزل or شركةٍ and chose **B** or **C. Question 33** was attempted well, with some incorrect answers for the distractor **A** or **C**, and **Question 34** was the most challenging question in this exercise where some candidates chose the distractor option **B and D**, whereas the correct answer is **A**.

Questions 35–37

Candidates heard an interview with Rami about the effect of technology on learning. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

For **Question 35**, a good number of candidates correctly chose option **B** and option **D**. Some candidates chose distractor **A** or **E**. **Question 36** was answered correctly by just above half of candidates. The candidates correctly managed to recognise option **A** and **E**. Some chose distractors such as **B, C** and **D**. For **Question 37** successful candidates chose options **C** and **E**. Some candidates chose distractors like **A, B** and **D**.

FOREIGN LANGUAGE ARABIC

Paper 0544/13
Listening (Multiple Choice)

Question Number	Key
1	B
2	C
3	D
4	B
5	A
6	C
7	A
8	D

Question Number	Key
9	B
10	B
11	C
12	A
13	D
14	C

Question Number	Key
15	E
16	C
17	B
18	D
19	F

Question Number	Key
20	A
21	C
22	A
23	C
24	B
25	B
26	A
27	B
28	C

Question Number	Key
29	D
30	B
31	C
32	A
33	A
34	D

Question Number	Key
35	C / E
36	B / D
37	A / C

General comments

The candidature overall performed well and most candidates attempted all questions.

The Arabic extracts heard by candidates gradually increased in terms of length and density and featured monologues, conversations and interviews. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific information, as well as opinions and explanations, in longer extracts.

Comments on specific questions

Questions 1–8

Overall, candidates performed very well in this exercise. The extracts were straightforward and short. Few candidates mixed the answer ابنُ عمّي with the image on option D which is incorrect in **Question 7**. For **Question 8** some chose image option **A** instead of the image for the correct answer علوم.

Questions 9–14

Candidates heard a longer extract which featured an advertisement of job. Overall, candidates performed very well in this exercise. For **Question 9**, candidates seem not sure about the names of jobs. some candidates get the correct answer option **B** while few chose the incorrect answer **A**. For **Question 12** aimed to test places, the majority got it right. Some candidates did not distinguish the meaning of مكتبِ البريد and chose instead **C** (شقة).

Questions 15–19

This was a matching exercise in which candidates heard a conversation between two friends about professions. Many candidates performed well in this exercise. For **Question 15**, **16 and 19** most candidates answered them correctly. For **Question 17**, some candidates answered **A** instead of **B**. For **Question 18**, the most incorrect answer was **A or E**, instead of **D**.

Questions 20–28

In this exercise, candidates heard two conversations, one with Saleh and Zainab about a new school and the second with George and Sumaya about his school life. The exercise represented a step up in the incline of difficulty of the test.

Question 22 was successfully answered by many candidates. Candidates who incorrectly answered usually chose **B**. For **Question 23** many candidates chose the correct option **C**. Those who answered incorrectly chose the distractor in option **A** معلّم التاريخ. Many candidates answered **Question 24** correctly, however few candidates chose the distractor بالدراجة. **Question 25** was answered correctly by most candidates with few who chose the incorrect answer with the distractor **A**. **Question 26** was answered correctly by many candidates. Some went with the incorrect answer with the distractor عبر الهاتف النقّال in option **C**. Most candidates chose the correct option **B** in **Question 27.** Those who incorrectly answered this question heard إلى المسبح and chose distractor **A**. For **Question 28**, some students also chose the distractor, option **B** instead of the correct answer **C**.

Questions 29–34

Candidates heard an interview with the football player Essam.

Question 29 was answered correctly by most of the candidates. Those who answered incorrectly chose option **A or B**. **Question 30** was the most challenging in this exercise where the candidates chose the correct option **B** while some selected the distractor **A.** Those who answered incorrectly heard كبارِ السنّ and usually chose distractor **C**. **Question 31** tested workplaces and was correctly attempted by many candidates. The incorrect attempts chose one of the two distractors **A or D.** Many answered **Question 32** correctly. Most who answered incorrectly chose the distractor **B or D**. **Question 33** was attempted well. The incorrect attempts chose the distractor **C.**

Questions 35–37

Candidates heard an interview with Dina and Amer about an 'Al Nojoom' village. For each question in this exercise, candidates had to identify **two** correct statements from a choice of five.

For **Question 35**, most candidates correctly chose option **C and E**. Some candidates chose distractor **A or B**. Most candidates also correctly chose options **B** and option **D** for **Question 36**. Some selected the

incorrect distractors **A** and **E**. **Question 37** was demanding with successful candidates choosing options **A** and **C**. Many candidates chose distractors **B, D** and **E**.

FOREIGN LANGUAGE ARABIC

Paper 0544/21
Reading 21

There were too few candidates for a meaningful report to be produced.

FOREIGN LANGUAGE ARABIC

Paper 0544/22
Reading 22

Key messages

In their preparation for this paper, candidates are expected to:

* demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
* be able to communicate information using straightforward vocabulary and grammatical structures
* be able to locate specific information using manipulation of verbs and personal pronouns

General comments

Generally speaking, most candidates did extremely well by answering most of the questions correctly. Over half the candidates scored extremely high and a third did very well. Candidates could still benefit from extended reading in the target language, as this will boost their confidence when responding to **Questions 4**, **5** and **6** of this paper. Candidates also need to practise, not only how to locate the correct answer in the reading text, but also how to manipulate the language, especially in **Question 4** and **Question 6**, so that their answers are clear. Not manipulating the language indicates a lack of understanding and is considered lifting from the text.

Comments on specific questions

Question 1 a – e

The great majority of candidates answered this question correctly. They needed to know the vocabulary related to seasons in order to answer **Question 1b** correctly (بدأت العمل في فصل الشتاء الماضي). A small number of candidates did not seem, to know this vocabulary.

Question 2 a – e

Most candidates responded extremely well to this question, except few who did not identify the answer to **Question 2d** مكتب المفقودات (lost property office), so candidates could benefit from learning more about signs in public places.

Question 3 a – g

Candidates responded very well to this question this year with an overall score of 98 per cent, a considerable rise on previous series. **Question 3a** is where some candidates did not give the correct answer which could be partly because there is a negation in the text (My dad does not go to work on Sunday) and partly because they may not have understood the verb 'to rest'.

Question 4 a – k

Candidates responded well to this question scoring 79 per cent overall. enough In order to demonstrate their comprehension skill candidates need to manipulate the language. **Question 4h**, for example, only needed one word in the answer 'الصبر' indicating that fishing teaches us 'patience', but by giving additional irrelevant information 'فحظاً سعيداً في المرة القادمة' indicated a lack of full understanding. Also, it is important that candidates learn how to manipulate the language in terms of using the correct verb form and correct pronouns, i.e. the need to use the 3rd person in the answer instead of lifting the information in the 1st person from the text. This was the case in **Question 4e**, **Question 4f** and **Question 4g**. Therefore, candidates could benefit from practicing reading texts in the first person and rephrasing what they have read in the 3rd person. They could

also benefit from practicing how to respond to specific questions by being concise and direct in their answers.
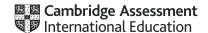
Question 5 a – e

Over 70 per cent of candidates did extremely well in responding to this multiple matching question. **Question 5b** and **Question 5d** is where some candidates did not get the right answer.

Question 6 a – i

Generally speaking, most candidates demonstrated a good understanding when reading this long text. As the last part in this paper, the majority of candidates attempted the questions, which reflects good time management. Very few candidates had NR (no response) to some of the questions in this section.

As in **Question 4**, this question also involves some manipulation of the language in order to convey the correct answers without ambiguity or distortion. This was executed effectively in **Question 6a**, **Question 6b** and **Question 6c**. However, **Question 6h** and **Question 6e**, which are 2-points questions, proved to be the most challenging due to language manipulation. This is followed by **Question 6g** and **Question 6i** which, although not as challenging, required precise information. So, candidates could benefit from being trained on bearing these points in mind in the future.

Overall, the candidates' performance this year is outstanding.

FOREIGN LANGUAGE ARABIC

Paper 0544/23
Reading 23

Key messages

In their preparation for this paper, candidates are expected to:

*   demonstrate knowledge of a range of vocabulary relating to topics encountered in daily life
*   de able to communicate information using straightforward vocabulary and grammatical structures
*   de able to locate specific information using manipulation of verbs and personal pronouns

General comments

Generally speaking, most candidates did extremely well by answering most of the questions correctly. Over half the candidates scored extremely high and a third did very well. Candidates could still benefit from extended reading in the target language, as this will boost their confidence when responding to **Questions 4**, **5** and **6** of this paper. Candidates also need to practise, not only how to locate the correct answer in the reading text, but also how to manipulate the language, especially in **Question 4** and **Question 6**, so that their answers are clear. Not manipulating the language could indicate a lack of understanding and is considered lifting from the text.

Comments on specific questions

Question 1 a – e

Almost all candidates answered these questions correctly, with very few who did not respond to **Question 1b** and **Question 1e** correctly.

Question 2 a – e

Most candidates responded well to these questions. Few candidates did not identify the answer to **Question 2c** آلة سحب النقود (ATM). This could be because they did not identify the synonyms for 'money' المال as being النقود. Candidates could benefit from learning more about expressions related to signs in public places.

Question 3 a – g

Candidates responded extremely well to these questions achieving 96 per cent success rate, except for **Question 3d** where there were few incorrect answers. The candidates who answered the correctly identified that أب and والد are synonyms to the word 'father'. The text does mention other family members too, which are distractors. So, it is important to bear in mind that there are sometimes distractors in the text.

Question 4 a – k

A good number of candidates responded well to these questions with **Question 4a** and **Question 4b** scoring the highest marks. **Question 4g**, required a good comprehension of paragraph three in order to identify the correct answer, and **Question 4e** asked about the country where Adam comes from and not about his

nationality. On the other hand, **Question 4i** required manipulation of the verb, in addition to understanding paragraph four, in order to give the correct response. Therefore, candidates could benefit from practicing how to respond using the 3ʳᵈ person instead of the 1ˢᵗ person (presented in the text), and also practice giving a precise and direct, but also full answer where required, in order to reflect a good understanding of the text.

Question 5 a – e

A large number of candidates did extremely well in responding to this multiple matching question. There were hardly any NR's (No Response) and 74 per cent of the candidates achieved full mark on this question.

Question 6 a – i

Generally speaking, most candidates demonstrated a good comprehension of reading this long text. As the last part of the paper, the majority of candidates attempted to answer the questions, instead of leaving blanks, which reflects good time management.

As in **Question 4**, this question also involves some manipulation of the language in order to convey the correct answer without ambiguity or distortion. This was not used effectively in **Question 6b** and **Question 6h**. Candidates who gave good answers to **Question 6** understood the words مسؤول and تقييم (responsible and evaluation), which were key to understand this text in detail.

Overall, the candidates' performance this year is outstanding.

FOREIGN LANGUAGE ARABIC

> **Paper 0544/03**
> **Speaking 03**

Key messages

Candidates are required to study, learn, and show knowledge of understanding in different topic areas relating to the Arabic IGCSE syllabus.

They should be able to build up their vocabulary to communicate clearly and effectively in a range of predictable everyday situations and engaged in conversations on familiar topics, expressing opinions and feelings.

They also need to use a range of structures and vocabulary with reasonable accuracy, demonstrate some ability to maintain interaction and show some control of pronunciation and intonation. Describe past events and experiences, hopes and ambitions and give brief reasons for opinions and plans. Respond confidently to straightforward and unexpected questions.

General comments

The speaking exam must be conducted in modern standard Arabic.

Strong candidates were able to speak fluently with clear pronunciation and effective use of language. Weaker candidates sometimes struggled with fluency, grammatical errors and understanding some questions.

To ensure fairness of the test, it is essential that teacher/examiner be familiar with the new syllabus. The candidate cards and topics for conversation must be allocated to candidates according to the randomisation instructions given in the *Instructions for Teacher/Examiners* booklet. The randomisation order can vary from year to year to ensure no crossover of topics. It is essential that teacher/examiners use the randomisation list from the correct year.

Recording quality

High-quality recording equipment should be used to ensure clear audio. Centres should check recordings for audio clarity, consistency, and the absence of background noise before submission.

In some of the recordings, the candidates were not clearly audible. The microphone should be placed to favour the candidates rather than the teacher/examiner.

Most centres submitted their sound files correctly however a small number of centres are reminded of the following:

- Centres are advised to check the recording after uploading it on submit and make sure that it is playing and has been uploaded correctly.
- Each candidate should have only one file for the exam and must be saved individually as .mp3.
- The recording of each candidate exam must have at the beginning the Teacher/examiner name, candidate name, number and the date of the exam followed by the role play, conversation 1, conversation 2 then the announcement of end of exam.
- The 10 minutes' preparation does not need to be recorded, only the whole candidate exam.
- Centres are required to listen to the whole exam before submitting it and ensure that all parts were recorded including the introduction.

- It is vital to read the *Instructions for Teacher/Examiners* booklet before conducting the speaking exam and ensure all instructions are followed carefully.

Documentation

Centres are required to send a Working Marksheet. These should be checked thoroughly before they are submitted. All the details need to be correct and match the candidate's recording.

All centres must submit the centre working mark sheet and ensure that there are filled with marks on each column as well as the total mark, the centre number, name of the centre, candidates' names and numbers, the role play card number, topic conversation 1 and topic conversation 2 numbers.

All centres must indicate with an * on the Working Mark Sheet(s) which candidates feature as part of the centre's recorded sample.

All centres should submit the recordings for the candidates with the highest and lowest marks as part of their sample and ensure that instructions are followed for the selection of the rest of the sample. The cover sheet for moderation sample (should be completed and submitted at the same time as the sample.

Presentation of the recorded sample

Although most of the centres presented their recording sample correctly very few centres need to improve their presentation by announcing the Examiner name, the candidate's name, their candidate number, the candidate card number, and the date at the beginning of the recording. It is important to indicate the transition from the role play to topic conversation 1 with a phrase in the target language such as '**Let's now move on to Topic conversation 1 – Clothes/Food etc**.'. Transition from topic conversation 1 to topic conversation 2 also needs to be indicated with a phrase in the target language such as '**Let's now move on to topic conversation 2 – Education/work** etc.)'

Comments on specific questions

The speaking test has two parts.

Part 1: Role play

Candidates generally performed well in the role-play section, being able to answer who / what / when / where / how / why questions. Higher-level candidates answered in full sentences where appropriate, although for some questions, very short phrases sufficed.

Teacher/examiners should pause appropriately when required, ensuring both parts of a question are asked and answered. Questions should not be repeated beyond the specified limit. Role play questions can only be repeated once and, if the candidate is still unable to answer, the teacher/examiner should move on to the next question. Rephrasing of questions is not allowed. Tasks and questions are not to be changed and should be asked exactly as written.

Giving candidates sufficient time to respond is crucial.

Part 2: 2 topic conversations.

Most candidates were familiar with the requirements of the topic conversation section and spoke fluently, including explanations and opinions. Effective use of vocabulary, sentence construction, and relating personal experiences all contributed to good performance. Weaker candidates struggled with certain topics, requiring the alternative questions which were provided in the teachers' notes booklet. 'Healthy eating' and 'the environment' were challenging topics for some candidates.

Teacher/examiners should aim to maintain a continuous conversation with the candidate, encourage elaboration, and provide appropriate time for candidates to respond. Repetition of questions may benefit some candidates but must be done according to the instructions provided in the teachers' notes booklet.

If a candidate is unable to respond, the teacher/examiner must follow the instructions about repeating the question and using the alternative question provided. Where candidates give a very short response, the teacher/examiner can prompt for more. If the conversation lasts less than 3.5 minutes, the teacher/examiner should ask one or two of their own further questions.

Some conversations were too long. Teacher/examiners should aim to cover all five questions within the designated time of 4 minutes.

- Extension Questions

  Extension Questions were generally under-used by Teacher/examiners. Extension Questions should be used when necessary to encourage candidates to elaborate.

  Prompts like 'Tell me more about…' and 'What else can you tell me more about…' should be used within the body of the topic conversation to elicit a fuller response from the candidate.

- Alternative Questions

  The Alternative Questions provided in the teachers' notes booklet should be used to help weaker candidates to respond.

  The use of Alternative Questions varied among teacher/examiners. Some used the Alternative Questions incorrectly, using them straightaway instead of asking the main questions. Some used the Alternative Questions at the end of the conversations as Further Questions, which was confusing for the candidates as they were being asked for the same information again.

  Teacher/examiners should avoid rephrasing or further simplifying the questions.

  Proper repetition and sequencing of questions is important. For **Questions 1** and **2**, if the candidate is unable to answer, the teacher/examiner is allowed to repeat the question once before moving on to the next question. For **Questions 3**, **4** and **5**, if the candidate is unable to answer, the teacher/examiner is allowed to repeat the question once before moving on to the Alternative Question.

- Further Questions

  Further Questions provide an opportunity for candidates to further demonstrate their language skills and expand their answers, where the test has lasted less than 3.5 minutes.

  Teacher/examiners should prepare two Further Questions of their own, and not use the provided Alternative Questions for this purpose. Further Questions are used to ensure the topic conversation adheres to the specified timings in the instructions for the teachers' notes booklet.

  However, if the Topic Conversation still lasts less than 3.5 minutes, even after asking Extension Questions and two Further Questions, the teacher/examiner must stop the conversation.

Conduct of the examination

Overall, there were some good conducts of exam where the Teacher/examiners managed to:

Follow the exam procedures found in the 'Instruction for Teachers/examiners' and did not pause/stop the recording of the candidate during the exam.

Started the recording by saying their name, the candidate's name and number, the candidate card number, and the date.

They put the candidates at ease, they started the exam using the greeting exactly as it is written, then they read the role play scenario. They played their role exactly as it is printed, repeated questions once when necessary.

They asked the candidates to extend their answers in **task 3**, **4** and **5** in both conversations and paused for the candidate to answer the first part of the question then asked the second part.

They used extension question to help the candidate to give full answer, alternative question to allow the candidate who misunderstood the question to respond, prepared two further questions to allow the candidate to maintain talking, express his/her opinion, justify his/her answers for the time allocated to each conversation.

Listened carefully to the candidate's answers and asked for opinions, more details, and justification.

They made sure that the candidate completed all the exam tasks.

Finally, it is important that Examiners adhere to the instructions written in the examination booklet.

FOREIGN LANGUAGE ARABIC

Paper 0544/41
Writing 41

There were too few candidates for a meaningful report to be produced.

FOREIGN LANGUAGE ARABIC

Paper 0544/42
Writing 42

Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the Arabic language correctly.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130 – 140 words, they should plan to spread the answer evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks, they may not have enough words left to complete the later tasks.

If they cover all the points in 100 words, they might be reduced to padding out the ending to reach 130 – 140 words, so they should look to identify the areas where they can expand their response with example. To obtain higher results, candidates should be encouraged to write their answer bearing in mind to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the right tense required.

Candidates should remember that the rubric is not a rough guide but that it sets out a number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a certain tense, then they should stick to that tense.

Candidates should compose each sentence carefully and make full use of their time. It is highly recommended that student reserve a few minutes of their allocated time for checking their work.

Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know.

It is also vital that candidates check their writing and make sure they present it in the writing form required – letter writing/article... in order to fulfil the task requirements.

Good handwriting and presentation are very advisable. Most of the candidates' handwriting was readable. There were few cases where the handwriting created a barrier to understanding the candidate's response.

The majority of candidates managed to complete both tasks.

The performance of the candidates spanned a range of ability. On the whole, the performances were excellent. Most essays were adequately focused on the topic in question and were well structured.

Some candidates need to work on their spelling and grammar in order to show good command of the Arabic Language. Only few candidates showed no understanding of Arabic and their answers was only copying rubrics from the question.

General comments

Most candidates provided good responses and the performance is good overall.

The Question paper consisted of three questions, each marked as follows:

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28 – 10 marks for communication, 10 marks for Range and 8 paper marks for Accuracy.

The total mark for the is **45 Marks**.

Comments on specific questions

Question 1

This question was set in the broad theme of education. In this question the candidates are required to complete 5 gaps, candidates are asked to fill in an application form to join the public Library. This question was very accessible to most candidates and most of them scored full mark by listing the required items. Some candidates misinterpreted the nationality as gender الجنسية and الجنس and answered with ذكر/أنثى. Others wrote the country rather than city of residency السعودية/السودان. Some candidates wrote a date rather than day. Also, quite few candidates did not understand the word المهنة and left the answer empty or provided names of mums or dads.

Question 2

This question addressed the topic of Family. Candidates are required to write an essay about the Family. It was well attempted overall. Most candidates succeeded in communicating most or all the relevant points without undue difficulty. A few candidates needed to give a more complete answer and address all the details included in the question. There were some very good answers where all five tasks were covered with good use of time frames, linking words, appropriate vocabulary and complex structures, good grammar and spellings, good gender agreement. They also expressed opinion and showed they could use the future tense accurately.

Question 3

Candidates are required to answer one question from a choice of two, in which they are awarded 28 marks, 10 marks for completing all the tasks, 10 marks for using extended, well- linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

Most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail and few were irrelevant.

(a) This question is set on the theme of Education and Future study plans, and candidates were asked to write a letter to their cousins discussing the decision of studying abroad at University in an Arab country. Most answers were straightforward without any complications. Most candidates who chose this question produced excellent answers. This question was more popular than **Question 3b**. Most candidates attempted this question successfully and their responses were excellent as they have covered and developed all bullet points required with some very interesting ideas and sentence structures. Weaker responses were brief and lacked some detail.

The majority of candidates responded well to the first bullet point and wrote about different school subjects they studied at school, while others wrote about what subjects to be studied at university. A few candidates misinterpreted the fourth bullet point giving out the activities they do normally using the present tense instead of the future. In strong responses, candidates conjugated verbs with the subject pronoun; and answered all bullet points appropriately. These candidates used the correct ending of verbs, as well as the correct adjectival agreement. They also used the correct tense (future tense) in bullet point 5.

(b) This question addressed the topic of Holidays, and candidates were asked to write an article to the school magazine about a trip with friends to the seaside. This question was less popular than **Question 3a**. A good proportion of candidates who answered this question, covered all bullet

points successfully. In strong responses, candidates understood that they needed to write about what they liked about the trip, not what they didn't like.

Language was very effective with some uncommon and creative elements to express individual thoughts and ideas. Most candidates answered bullet point 5 correctly, mentioning that they will encourage their friends and how. Successful candidates wrote about activities they did with the famous person like taking pictures and playing games.

Common Errors:

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent elementary errors including:

1. Using tanween as a letter and not as tashkeel such as أيضان instead of أيضاً.
2. Misuse of the gender, when describing male or female objects or people.
3. Confusing التاء المربوطة والتاء الطويلة Or confusing الهاء and التاء المربوطة كرة/ كره.
5. Not applying the correct agreement between nouns and adjectives.
6. Verbs used in inappropriate person or tense with expressed subject.
7. Not applying feminine adjective to refer to non-human plural.
8. Using colloquial spoken dialect.
9. Not applying the correct possessive pronoun endings.
10. The predicate of kana not used in the accusative case was the most common grammatical mistake.
11. Using long and short vowels incorrectly لأنهو، هيا، هوا
12. Using prepositions incorrectly.

FOREIGN LANGUAGE ARABIC

| **Paper 0544/43** |
| **Writing 43** |

Key messages

In order to do well in this paper, candidates need to demonstrate that they can communicate in writing, showing knowledge of a range and variety of vocabulary and applying the grammar and structures of the Arabic language correctly.

When a choice of questions is offered, candidates should select the question they consider to be the best suited to their knowledge of Arabic. This may not always be the one they find the most interesting. Then they should prepare a brief plan of their answer in accordance with the set tasks. As the recommended length is 130 – 140 words, they should plan to spread the answer evenly over the tasks (the communication points) set out in the rubric. If they devote too much of the answer to the first one or two tasks, they may not have enough words left to complete the later tasks.

If they cover all the points in 100 words, they might be reduced to padding out the ending to reach 130 – 140 words, so they should look to identify the areas where they can expand their response with example. To obtain higher results, candidates should be encouraged to write their answer bearing in mind to add enough details for each bullet point to cover all communication points. In addition to this, candidates should respond to these bullet points using the right tense required.

Candidates should remember that the rubric is not a rough guide but that it sets out a number of required elements, each of which carries one or more specific Communication marks. They should read the question carefully and keep to these tasks, avoiding irrelevance. If the tasks require a certain tense, then they should stick to that tense.

Candidates should compose each sentence carefully and make full use of their time. It is highly recommended that student reserve a few minutes of their allocated time for checking their work.

Within the limits on content imposed by the set tasks, the paper is an exercise in free composition so candidates should write that which they are confident is correct Arabic and avoid what they do not know.

It is also vital that candidates check their writing and make sure they present it in the writing form required – letter writing/article... in order to fulfil the task requirements.

Good handwriting and presentation are very advisable. Most of the candidates' handwriting was readable. There were few cases where the handwriting created a barrier to understanding the candidate's response.

The majority of candidates managed to complete both tasks.

The performance of the candidates spanned a range of ability. On the whole, the performances were excellent. Most essays were adequately focused on the topic in question and were well structured.

Some candidates need to work on their spelling and grammar in order to show good command of the Arabic Language. Only few candidates showed no understanding of Arabic and their answers was only copying rubrics from the question.

General comments

Most candidates provided good responses and the performance is good overall.

The Question paper consisted of three questions, each marked as follows:

Question 1 is marked out of 5 marks; the candidates are required to fill in five gaps in a form in Arabic.

Question 2 is marked out of 12 marks; the candidates are required to answer this question including the bullet points.

Question 3 is marked out of 28 – 10 marks for communication, 10 marks for Range and 8 paper marks for Accuracy.

The total mark for the is **45 Marks**.

Comments on specific questions

Question 1

This question was set in the broad theme of Hobbies. In this question the candidates are required to complete 5 gaps, candidates are asked to fill in an application form about a music competition. Most candidates answered all question correctly. Successful candidates understood that that copying words form the questions was not the correct way to approach this task. They were also familiar with the vocabulary associated with music and musical instruments.

Question 2

This question addressed the topic of Travel and Holidays. Candidates are required to write about their summer Holiday and answer the five tasks required. This question was well attempted overall. Most candidates succeeded in communicating most or all of the relevant points without undue difficulty. A few candidates needed to give a more complete answer and address all the details included in the question. There were some very good answers where all five tasks were covered with good use of time frames, linking words, appropriate vocabulary and complex structures, good grammar and spellings and good gender agreement. They also expressed opinion and showed they could use the future tense accurately.

Question 3

Candidates are required to answer one question from a choice of two, in which they are awarded 28 marks, 10 marks for completing all the tasks, 10 marks for using extended, well- linked, complex structure and a wide range of vocabulary appropriate to the task, and 8 marks for using accurate spelling and grammar.

Most candidates attempted this question successfully and their responses were excellent; however, some responses were brief and lacked some detail and few were irrelevant.

(a)   This question is set on the theme of work and candidates were asked to write an email to a friend discussing the work experience they do for the school, and the benefits they gain from such experience. This question was more popular than **Question 3b**. Most answers provided were straight forward without any complications. Most candidates who chose this question answered it successfully and their responses were excellent as they have covered and developed all bullet points required with some very interesting ideas and sentence structures.

The majority of candidates responded well to the first bullet point and wrote about reason for their choice of the work experience. The most successful answers for the final bullet point were in required future tense.

(b)   This question addressed the topic of international festivals, and candidates were asked to write an article to a newspaper about organising a food festival at their school. This question was answered by a minimum number of candidates so was much less popular than **Question 3a**. Candidates who answered this question, covered all bullet points successfully. Language used was very effective with some uncommon and creative elements to express individual thoughts and ideas.

Common Errors:

Most candidates appeared to have sufficient knowledge of Arabic grammatical structures to enable them to complete the paper without undue difficulty, but there were of persistent elementary errors including:

1. Using tanween as a letter and not as tashkeel such as أيضان instead of أيضاً.
2. Misuse of the gender, when describing male or female objects or people.
3. Confusing التاء المربوطة والتاء الطويلة and التاء المربوطة and الهاء Or confusing كرة/ كره.
5. Not applying the correct agreement between nouns and adjectives.
6. Verbs used in inappropriate person or tense with expressed subject.
7. Not applying feminine adjective to refer to non-human plural.
8. Using colloquial spoken dialect.
9. Not applying the correct possessive pronoun endings.
10. The predicate of kana not used in the accusative case was the most common grammatical mistake.
11. Using long and short vowels incorrectly لأنهو، هيا، هوا
12. Using prepositions incorrectly.